INNOVATIONS IN THE BENEFITS OF MICROSOFT TEAMS IN THE IMPLEMENTATION OF MICROTEACHING ONLINE OPEN UNIVERSITY

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ABSTRAK

The preparation of this research was based onthe covid-19 pandemic that hit the world. Thisdirectly demands creation and innovation in various sectors of human life, one of which is the world of education. Innovation and creation are a must in the development of the world of education. These learning media have been widely used, especially digital integrated learning media, one of the innovative platforms for use in distance learning is Microsoft Teams. Microsoft Teams is a platform used in S1 PGSD remote lectures at UPBJJ Open University Semarang. This research was conducted on April 2022 – May 2022. The research sample was 73 students of the Elementary School Teacher Education Study Program, UPBJJ Open University Semarang. The results obtained were obtained by 93.15% of students thinking that Microsoft Teams is easily accessible, 54.79% think it is easy to implement, and 43.83% think that Microsoft Teams features are available but need to be updated. The data shows that the majority of students are able to integrate Microsoft Teams into the Integrated Learning (Microteaching) lecture process and are able to elaborate it well. So it is concluded that the use of Microsoft Teams is effective in innovating distance learning.

Kata Kunci: Innovation, Learning, Microsoft Teams.

INTRODUCTION

The Covid-19 pandemic that has hit the world directly demands creation and innovation in various sectors of human life. Especially in the sektor of education, the Covid-19 pandemic stimulates teachers, students, and education stakeholders to innovate in an effort to accommodate the learning process. In essence, this pandemic has a positive impact as well as a negative impact on the education sector. For most teachers, students, and education stakeholders, the absence of face-to-face learning in schools is one of the negative impacts of the Covid-19 pandemic (Supriyanto et al., 2021). On the other hand, the non-accommodation of face-to-face learning in schools actually stimulates creation and innovation in an effort to find the best solution to accommodate the continuity of the learning process (Syifa, 2020).

Innovation and creation are a must so that the learning process can be accommodated (Wahyuningsih et al., 2018). The innovation is both in terms of integrating the digital-based learning process and through the learning system. One of the innovations that has greatly developed along with the Covid-19 pandemic is innovation in learning media. These learning media have been widely used, especially digital integrated learning media, both in the form of learning platforms, learning management systems

(LMS), and *video conference-based* learning media (Supriyanto, 2020).

One innovative platform to use in distance learning is Microsoft Teams. Microsoft Teams allows students or students to interact with teachers or faculty as well as all class participants through home messages, these messages can be responded to by all class participants and allow for discussions to occur. In addition, Microsoft Teams provides features that can be used to upload learning materials, discussion materials, assignments, e-books, learning videos, and other electronic media integrated materials. A very innovative feature from Microsoft Teams is very suitable for use in one of the courses at the Open University, namely Integrated Learning on Learning Simulation (*Microteaching)* material. Therefore, the title of this Best Practice is the Use of Microsoft Teams in the Implementation of *Microteaching* for Elementary School Teacher Candidates online. This Best Practice was created with the aim of providing information to readers that the use of Microsoft Teams in the implementation of *microteaching* prospective elementary school teachers online is very effective.

METODE

This research was conducted at the Elementary School Teacher Education Study Program, UPBJJ Open University Semarang, on April 2022 – May 2022. The research sample was 73 students of the Elementary School Teacher Education Study Program, UPBJJ Open University Semarang. Data is collected by providing perception questionnaires to students after the use of *Microsoft Teams* as a learning platform. The questionnaire consists of two, namely a questionnaire on perceptions of accessibility, *easiness implementing*, and the availability of supporting features for the learning process. Each questionnaire consists of 10 statements, where each statement is accompanied by 5 option options arranged according to the Linkert scale.

DISCUSSION

1. Distance Learning

According to Dogmen Setyaningsih et al. (2019;17) "distance learning is learning that emphasizes how to learn *independently (self study)*. Self-study is systematically organized in presenting learning materials, providing guidance to learners, and supervision for learner learning success." According to Silvana & Darmawan (2018) "Distance learning is when the learning process does not occur in the form of face-to-face contact between teachers and learners. Communication takes place both ways that are bridged with media such as computers, television, radio, telephone, internet, video and so on". Kearsly, Savage & Barnett (2013) posited: Distance learning is learning that is planned elsewhere or outside the place where it teaches. Therefore, special techniques are needed in designing learning materials, special learning techniques, special methodologies for communication through various media, and special organizational and administrative arrangements as well.

Based on the above understanding, it can be concluded that distance learning is a learner who is planned in another place or outside his place of teaching andwhen the learning process does not occur face-to-face directly between the teacher and the learner. So that learning emphasizes

independent learning (*self-study),* and uses special techniques in designing learning materials such as organizational structuring, administration and special methodologies of communication through various media such as computers, television, radio, telephone, internet, video and so on.

2. Microteaching

Microteaching is one of the ways to practice teaching practice in front of the classroom for students / prospective teachers on a micro scale before they practice teaching in the real classroom (*real class room teaching*) as an effort to develop and improve the teacher profession. *Early microteaching* will determine the success or failure of getting a professional teacher in the field. Para students usually lack readiness, especially in terms of mental skills and attitudes, so they do not succeed in showing their *performance* steadily and convincingly (Hwang & Kim, 2022). The components arranged on a microscale in micro teaching are the number of pupils (5-10 people), time (10-15 minutes), study materials (covering only one or two simple aspects) and teaching skills (specific).

Microteaching is just preparation towards actual practice (*real class-room teaching*). *Microteaching* is an auxiliary/complementary tool of the teaching practice program. *Microteaching* can provide feed *back* in the form of developing the advantages found or improving the shortcomings of students / prospective teachers in teaching activities. So it is hoped that improvements will always be obtained.

Based on the description above ,*icroteaching* is expected to be able to improve *performance* regarding teaching skills, or practice in managing teaching and learning interactions. The existence of *microteaching* is expected so that the possibility of deficiencies and failures in teaching practice can be minimized or eliminated

3. Using Microsoft Teams

In general, the Microsoft Teams feature allows students to interact with the lecturer and all class participants through a home message, the message can be responded to by all class participants and allows discussions to occur. In addition, Microsoft Teams provides features that can be used to upload learning materials, discussion materials, assignments, e-books, learning videos, and other electronic media integrated materials. Another feature that is quite important is the assessment feature, which allows lecturers/teachers to give assessments without having to be supported by other platforms and applications such as Microsoft Excel and other applications.

Another feature that is quite important on this platform is the availability of video conferencing features. This feature can be used to accommodate live session learning and virtual-based in-person learning. This feature allows direct communication between lecturers/teachers with all class participants and between class participants. Lecturers/teachers and all class participants are accommodated to share material that can be used as discussion material. Students who experience problems in terms of communication, are accommodated to submit arguments, opinions, questions, and other forms of confirmation through *a chatbox.* All learning activities utilizing this *video conference* feature can be

recorded to be elaborated by all class participants on other occasions.

4. Implementing Microsoft Teams in Distance Learning

This research was conducted on students of the Teacher Education Study Program at the UPBJJ Open University, Semarang City in semester 1 totaling 73 people. Each student was given a questionnaire on the perception of the use of Microsoft Teams which was reviewed in terms of accessibility, *easiness implementing*, and feature availability.

Table 1
Accessibility

No	Questionnaire Statement	Sum	Prosentase
1	Very accessible	4	5,48%
2	Easily accessible	68	93,15%
3	Difficult to access	1	1,37%
4	Very difficult to access	0	-
5	Inaccessible	0	-
	Total	73	100%

Based on table 1, it shows that 93.15% think that Microsoft Teams is easily accessible. The majority of students do not experience problems in accessing Microsoft Teams either when accessing through the website or through applications on the playstore. Meanwhile, 5.48% think that Microsoft Teams is very accessible as a lecture platform and, another 1.37% think that Microsoft Teams is difficult to access as a learning platform.

Obstacles faced by students on the use of this platform, the majority of them when activating an account at the time of the first activation and when there is a "forgotten password".

Table 2

Easiness implementating			
No	Questionnaire Statement	Sum	Prosentase
1	Very easy to implement	18	24,66%
2	Easy to implement	40	54,79%
3	Quite easy to implement	10	13,70%
4	Difficult to implement	5	6,85%
5	Very difficult to implement	0	-
	Total	73	100%

Based on table 2, as many as 54.79% of students think that Microsoft Teams is easy to implement in the lecture process. 24.66% think it is very easy to implement, 13.70% think it is quite easy to implement, and another 6.85% have difficulty implementing the platform in the learning process. The difficulty of implementing this platform is mostly due to the availability of facilities and infrastructure such as the availability of adequate Android or PC as well as internet network factors, especially when utilizing video conferencing features.

Table 3

Feature Availability			
No	Questionnaire Statement	Sum	Prosentase

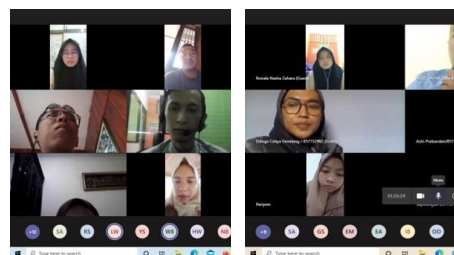| 1	Available and complete	23	31,51 %
2	Available but less complete	32	43,83 %
3	Available but incomplete	16	21,92 %
4	Available but very incomplete	2	2,74 %
5	Not available	0	-
	Total	73	100%

Based on table 3, as many as 43.83% of students think that Microsoft Teams has features that can be used in the process of *displaying microteaching* videos but are not complete, especially features that can be used to explain the process of making drawings or drawing directly. 31.51% think that Microsoft Teams has features that can be used in the learning process and it's complete. 21.92% think it's available but it's incomplete. And, another 2.74% thought it was available but very incomplete.

In general, the Microsoft Teams feature allows students to interact with the lecturer and all class participants through a home message, the message can be responded to by all class participants and allows discussions to occur. In addition, Microsoft Teams provides features that can be used to upload learning materials, discussion materials, assignments, e-books, learning videos, and other electronic media integrated materials. Another feature that is quite important is the assessment feature, which allows lecturers/teachers to give assessments without having to be supported by other platforms and applications such as Microsoft Excel and other applications.

Another feature that is quite important on this platform is the availability of *video conferencing* features. This feature can be used to accommodate *live session* learning and virtual-based in-person learning. This feature allows direct communication between lecturers/teachers with all class participants and between class participants. Lecturers/teachers and all class participants are accommodated to share material that can be used as discussion material. Students who experience problems in terms of communication, are accommodated to submit arguments, opinions, questions, and other forms of confirmation through *a chatbox*. All learning activities utilizing this *video conference* feature can be recorded to be elaborated by all class participants on other occasions.

Here's how the author shows the atmosphere of the lecture using Microsoft Teams.

Material Delivery Process

Discussion Sharing Process

Microteaching Implementation

Microteaching Implementation

Microteaching
Implementation

Microteaching
Implementation

Microteaching
Implementation

Microteaching
Implementation

CONCLUSION

Innovation and creation are needed in an effort to accommodate the learning process duringthe Covid-19 pandemic. The non-accommodating of face-to-face learning in the classroom in an effort to overcome the pandemic, creation and innovation are needed so that the learning process can take place, especially through innovation and digitally integrated creation. The use of digital platforms such as Microsoft Teams has been widely carried out both in the learning process and other activities. In essence, this platform aims to accommodate the learning process in an effort to facilitate students, teachers/lecturers, and other educational stakeholders.

In the study, students' perceptions of the platform were presented in terms of accessibility, easiness implementing, and feature availability. Based on the results of the study, it was found that 93.15% of students think that Microsoft Teams is easily accessible, 54.79% think it is easy to

implement, and 43.83% think that Microsoft Teams features are available but need to be updated. The data shows that the majority of students are able to integrate Microsoft Teams into the Integrated Learning (*Microteaching*) lecture process and are able to elaborate it well. However, the existence of this platform is not intended to replace the face-to-face learning process in the classroom, but can be used as a supporting medium in an effort to increase the effectiveness and efficiency of learning.

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